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ABSTRACT

A series of structured experiences in a wilderness setting was used to generate changes in the feelings and attitudes of students and faculty in the 7th grade classes in the Battle Creek, Michigan Public Schools. The objectives of the project were to reverse racial separatism; reduce racially related, negative black/white incidents, to increase teacher/administrator/counselor perception of black/white relationships; to decrease absenteeism by increasing positive black/white interpersonal relationships; to improve student grade point averages; and to increase student performance on standardized tests. In addition to measurement of the objectives, anecdotal records were submitted by teachers, and a series of questionnaires were used for the purpose of overall program evaluation. Major findings were that all teachers responding found that tolerance levels were higher between black and white students, that there was an increase in voluntary black/white association, that the number of racially related negative incidents was reduced, and that absenteeism was not reduced. Copies of the questionnaire, test scores, and a description of the program were included. (PS)

PROJECT BACSTOP*

Battle Creek Public Schools

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NMSU
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Northwestern Junior High School
176 Limit Street
Battle Creek, Michigan 49017
962-5581 ext. 306

Outdoor Education Center
Rt. 1
Dowling, Michigan 49050
616 721-8161

ED 082896

EVALUATION REPORT -- 1972-1973

The objectives of Project BACSTOP, as stated in the original proposal, are to:

1. reverse racial separatism
2. reduce racially related, negative black/white incidents
3. Increase teacher/administrator/counselor perception of black/white relationships
4. Decrease absenteeism by increasing positive black/white interpersonal relationships
5. Improve student grade point average
6. Increase student performance on standardized tests

In order to measure the above areas of student performance, each area was studied separately. During the course of the school year the projected outcome was in some cases modified, as will be covered below. In addition to measurement of the objectives, anecdotal records were submitted by teachers, and a series of questionnaires was created for the purpose of overall program evaluation, Sample questionnaires may be found in Appendix A.

Evaluation of Objectives

Objective	Delivery System	Evaluation (projected)
1. Reverse racial separatism	Outdoor Education Center Camp-Wilderness Experience	Polaroid camera shots will visually illustrate a 50% increase in voluntary black/white association on school buses and in the cafeteria

RC007852

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*Better Acquisition of Cognitive Skills Through Outdoor Programming

Commentary:

The comparison of the photographic illustration of a 50% increase in voluntary black/white association in the cafeteria and on school buses was to be made from May, 1972 to May, 1973. Since funding was not assured until July 1972, the evaluation had not been implemented. Prior to July, 1972 no staff had been assigned to BACSTOP. Consequently, no photographic record was initiated prior to the staffing of the project.

The evaluation for this objective is not actually a realistic expectation and was consequently modified. It assumes that strong black/white friendships will occur in seventh grade and that these friendships will flourish in the school building. In many cases, these friendships did in fact form through BACSTOP experiences, but the peer pressure from eighth and ninth grade students prohibited any overt manifestations of these friendships within the areas in Northwestern Junior High School in which seventh, eighth and ninth grade students spend time together, i.e., the lunchroom and the hallways. Voluntary mixing on the school buses is not a valid measure, since there is virtually no flexibility in student choice of which bus to ride. Due to Battle Creek housing patterns virtually all black students live to the south and east of Northwestern and virtually all white students live to the north and west.

The only areas in which black and white students were observed to mix freely, other than at BACSTOP activities, were self-contained at the seventh grade level, i.e., the classroom, and class work in the library.

The revised evaluation for this objective relies on the anecdotal record of teachers who have been associated with BACSTOP seventh graders during the 1972-73 school year. Their comments reflect a comparison between BACSTOP seventh grade classes and seventh grade classes they taught prior to BACSTOP.

Evaluation:

From the teachers' anecdotal record:

"For the first time in nine years, Black and White seventh graders are voluntarily sharing shop lockers."

"In the library today in 4th hour, S.S. (Black Female) and B.S. (White female) sat at a table together and talked and read. Nobody sat with them. Also Z.G. (Black male) and D.S. (White male) were talking and helping each other at the card catalogue. Very encouraging!"

"W.S. (Black male) and T.P. (White male) were playing around with W's Ace bandage before class. Was very positive."

"G.M. (Black male) gave B.M. (White male) a spelling book to borrow. J.J. (White female) gave V.D. (Black male) hers to borrow."

"My third hour class is made up of 27 boys. We had been out to camp as a class the Monday and Tuesday before today, Wednesday. I had a doctor's appointment which caused me to miss the first half of the hour. I knew that after the weekend and being out at camp for two days, many of the boys would forget their math books. I told D.O., my sub (a teacher at Northwestern) to have anyone who forgot their book to pair off with someone who had a book and work together quietly. About half way through the hour, when I came back, I noticed that there were seven pairs of students working together. Of the seven pairs 3 were black/white pairs! I asked D. later if he had told them who to pair off with and he said that he had simply told them to find a partner to work with and they had done that on their own."

"I have observed black and white students helping each other with an assignment or giving information as to what pages they are supposed to be doing. I have only seen two racially related outbursts in class, and both were the case of a quickly lost temper and both had a fast recovery."

"In the library C.C. (Black male), R.S. (Black male), and B.M. (White male) all sat together. Nobody in class said anything. Also, P.S. (Black female) and L.B. (White female) sat at a table together."

"This year I have noticed some changes as far as the students in classes. Black students helping white students with assignments and vice versa. R.B. (Black male) asking if he and S.D. (White male) can return a set of books to another room. A young lady (White) hitting a young man (Black) like in a simple neighborhood-type quarrel and him saying (to others in class), 'Did you see that?' The reply was 'yes', and that's all there was to it."

"Students (Black and White) are borrowing paper and pencils from each other and actually paying them back!"

"They all work together."

Objective	Delivery System	Evaluation (projected)
2. Reduce racially related, negative black/white incidents at Northwestern Junior High School	Black/white/student/teacher/administrator group interaction modalities at Outdoor Education Center and Northwestern Junior High School during the school year; experiences structured by those with expertise in facilitating positive interpersonal relationships.	Negative racially related teacher referral records from 1971-72 will be compared with negative racially related teacher referrals during the 1972-73 school year; a decrease of 60% anticipated.

Commentary:

There were no changes in the delivery system or the evaluation.

Evaluation:

TABLE I

Comparison of Negative Racially Related Referrals

Grade	Year	BACSTOP	Total Incidents	Verbal Total	Physical Total
7	1971-72	No	132	55	77
7	1972-73	Yes	44	18	26

BACSTOP seventh grade students were involved in one-third of the total number of negative racially related referrals of the previous year's non-BACSTOP seventh grade. This reduction of 66-2/3% exceeds the projected 60% decrease.

The numbers in the Verbal Total and the Physical Total also show a two-thirds decrease in the BACSTOP seventh grade as compared with the non-BACSTOP seventh grade from the previous year.

Of the 26 physical incidents shown for the BACSTOP seventh grade, six incidents involved a seventh grade student and an eighth or ninth grade student. In each of these six cases of cross-class involvement, the upper-classman was the antagonist. In terms of physical incidents involving only BACSTOP seventh graders, there were only twenty instances of black/white physical confrontation, as reported by classroom teachers.

It should be noted that while on BACSTOP expeditions, students were placed in a forced black/white relationship for virtually all activities. The figures in TABLE I do not show the incidence of negative comment regarding these assignments. To be sure, there were frequent objections to the assignment of working partners and tent-mates; however, it must be emphasized that this is the identified problem: racial separatism. This is part of the rationale for BACSTOP. It is an expected and logical starting point. Despite these objectives, the assignments were made and enforced. One might expect an acting-out reaction to erupt either in the activities or later in the school building. Significantly, neither was the case.

Comments from the Questionnaires for Participating Students:

"It has helped with racial problems of Northwestern--you have to work together to reach your goal. I hope it continues on to the following years."

"BACSTOP didn't change anything at Northwestern."

"It was a good program and it helped us to get to know more kids and our teachers better."

"I like BACSTOP. It has been helpful guidance to improving more things."

"It is super-great (if you don't get homesick), but I enjoyed it."

"I seem to feel the same for a black child the same as a white."

"It has shown me there are always two sides to a person. A person isn't always what they seem to be."

"I have a better feeling towards the people around me because now I know them a lot better."

"Made me realize I ain't the only one with problems."

"I really, really enjoyed myself and I am proud of Northwestern."

"BACSTOP is the most finest camp I have ever went to. . ."

"I liked BACSTOP because we got to have fun and get more acquainted with other people of different races and got to know all the counselors at camp. I like them all."

"Eighth graders should be able to participate."

Objective	Delivery System	Evaluation (projected)
3. Increasing teacher/ administrator/counselor perception of black/ white relationship at Northwestern Junior High School	Follow-up sessions throughout the year are part of the delivery system	Measured on a 7-celled graphic rating scale, significantly at the .05 level on a T-Test comparison of means from May of 1972 and May of 1973

Commentary:

The planned evaluation of this objective called for initial evaluations to be completed prior to the funding period. As mentioned above in the Commentary for the first objective, there was no BACSTOP staff until July. Hence, no evaluation pre-measures were taken.

Evaluation:

Evaluation for objective three parallels the evaluation of objective one. Please refer to the comments from the teachers' anecdotal record located on page 3 of this report.

BACSTOP teachers filled out a questionnaire which asked for an evaluation of the tolerance levels between races for the BACSTOP seventh grade (See Appendix I). Representative responses are listed below.

> "Overall, the tolerance between races is much higher this year. Students are able to joke and talk with some freedom in most classes. There are still some students who are intolerant. However, I have seen much more mixing and interaction this year than last--to a degree that I would not have thought possible last year."

> "Tolerance between the races has improved tremendously from last year. There are still racial outbursts (vocal) occasionally, but for the most part, the youngsters get along very well, and even seem to enjoy joking and kidding with one another. Classroom atmosphere has improved greatly this year over last year."

> "From working with seventh grade youngsters in the reading program and in the language skills class, I have felt an attitude not present before which I can only attribute to BACSTOP. This is an attitude of willingness to try...."

"500% better than before. For the first time in my teaching experience at Northwestern both black and white not only tolerate each other, but are willing to talk to each other on a first name basis, lend and share materials, but also help each other with class work."

"...There has been more help on projects (between races) than before. If a student needs help and I'm busy, they are not so concerned if the student is white or black if they will help them."

"Students seem to have a better self-understanding. Most seventh grade students have shown a desire to help and cooperate with one another."

"This seems to be improved. Students of each race are actually selecting to sit by one another sometimes if given the chance, so they can work it out appropriately . They seem to be 'communicating' more, not just talking at one another."

Tabulation of the responses made by teachers, relative to the tolerance levels between black and white students, revealed that, of the 17 teachers who filled out questionnaires, 13 indicated the tolerance levels were "Much Higher", and four teachers indicated the levels were "Some Higher". No teacher evaluated the levels as "About the Same" or "Lower".

Objective	Delivery System	Evaluation (projected)
4. Decreasing absenteeism by increasing positive black/white interpersonal relationships	Above	Comparison of attendance records from 1971-72 with attendance records from 1972-73; 10% improvement established

Commentary:

There were no changes in the delivery system or the evaluation.

Evaluation:

TABLE II

Comparison of Absenteeism

Grade	Year	BACSTOP	Students	Total Absences	Average/pupil
7	1971-72	No	233	3022	12.5
7	1972-73	Yes	227	3322	14.5

TABLE II shows an increase in absenteeism for the BACSTOP seventh grade students rather than the expected decrease. The average increase per pupil was two days. No definitive explanation for this increase is available at this time, but one possible factor was the inclement weather which occurred during the fall and spring. There were reportedly numerous cases in which students caught colds and missed school and several cases in which parents kept students home "an extra day" after an absence prior to sending them out on a trip. The rationale expressed to the project coordinator was that the parent wanted to be sure that the student was at full strength before going into the out-of-doors.

Another possible factor was an attempt on the part of some students to manipulate the date on which they went to a BACSTOP activity. A student who wished to attend an activity with a friend sometimes missed school on the day of departure, if the friend was not scheduled for the same time. This was done with the knowledge that he would be rescheduled into the same activity at a later date, thereby increasing the chances of friends scheduled together. Usually, these efforts were not productive, because large groups of students were broken down into patrols of up to ten members. When it was known that students were good friends, they were assigned to different patrols.

Controls on this type of manipulation are very difficult to enforce, but a different manner of rescheduling will be implemented during the coming year.

Objective	Delivery System	Evaluation (projected)
5. Improving student grade point average	Above	Comparison of seventh grade and eighth grade student marks from 1971-72 with marks in 1972-73; improvement established at .2 point average increase for each grade

Commentary:

Evaluation of improved acquisition of cognitive skills by an increase in grade

point average presumes an objective method of determining student grades and a standardized instrument of measurement. Validity of such a comparison would also require an identical curriculum for the two student populations to be compared and further, that the evaluations would be made by the same evaluators (teachers). Whereas the seventh grade curriculum is prescribed, there were a significant number of faculty changes for seventh grade subjects between 1971-72 and 1972-73. Within the Social Studies Department, there was a 100% teacher turnover. Within the English Department there was a 50% turnover, and during the school year a new English teacher was brought in to replace a first year teacher who was transferred to the high school. The Math Department had a 50% turnover at the seventh grade level, also. The Home Economics and Industrial Arts Departments experienced no teacher turnover, but the Music Department experienced a 100% turnover and there was a reassignment of grade level in the girls' physical education and health classes.

Evaluation:

With the above variables, it was determined that no valid comparison of grade point average could be made.

Objective	Delivery System	Evaluation (projected)
6. Increase student performance on standardized tests	Note: The assumption here is that altering the affective domain and developing positive student perceptions toward school will result in the student body submitting themselves to a teaching and learning environment more readily and cooperatively.	A T-Test comparison of mean scores of assessed areas of the Metropolitan Test given in 1972 and compared with 1973.

Commentary:

The student performance was measured on a grade level basis using the Michigan Assessment scores and a California Achievement Test-Retest with a random sample of Northwestern students and a seventh grade individual-paired population at Southeastern Junior High School. Pairings were made on the basis of battery totals.

Evaluation:

TABLE III

Battle Creek Junior High Schools
Michigan Assessment Test

Designation Year	Northwestern	W.K. Kellogg	Southeastern	Southwestern
Mean 1970-71	46.5	51.1	46.0	46.7
Mean 1971-72	45.1	49.7	44.6	45.6
Mean 1972-73	48.2	48.4	45.2	44.2
Metr. Core 1970-71	51 percentile	80 percentile	48 percentile	52 percentile
Metr. Core 1971-72	40 percentile	70 percentile	37 percentile	44 percentile
Metr. Core 1972-73	62 percentile	63 percentile	41 percentile	32 percentile
Michigan 1970-71	12 percentile	55 percentile	12 percentile	13 percentile
Michigan 1971-72	9 percentile	37 percentile	7 percentile	11 percentile
Michigan 1972-73	20 percentile	22 percentile	9 percentile	8 percentile

TABLE III reveals that Northwestern Junior High School increased 1.7 points on Mean Score, 11 percentile points on the Metropolitan Core comparison, and 8 percentile points on the Michigan Comprehensive Comparison, from 1970-71 to 1972-73. The other three junior high schools in Battle Creek show a decline in scores and rankings during the same period. In 1971-72 Northwestern scored at the ninth percentile on the Michigan Comparison, making the increase from 1971-72 to 1972-73 11 percentile points. On the Metropolitan Core Scale, the increase was 22 percentile points.

TABLE IV

Seventh Grade California Achievement Test-Retest: 1972-73

School Represented	Reading Total	Math Total	Language Total	Battery Total
Northwestern	13 higher	11 higher	14 higher	11 higher
Southeastern	13 higher	16 higher	12 higher	14 higher
	1 tie		1 tie	2 ties

Scores were obtained for 27 student pairs. Figures indicate the number of students who scored higher than their paired student at the other school.

TABLE IV shows the number of students from Northwestern and Southeastern junior high schools who showed greater gains than their paired counterpart. Pairings were determined by identical scores on total battery in September, 1972. The many variables not taken into account in establishing the pairs certainly preclude drawing conclusions regarding individual performances on the test-retest. Of significance in these scores is the fact that Northwestern students were involved in BACSTOP activities for up to 28 days outside of the classroom. These results should minimize the concern that BACSTOP students would be academically disadvantaged by their absence from the classroom for BACSTOP activities. Comparison of individual pairs may be made by referring to Appendix B.

Evaluation by Questionnaire:

The tabulation of yes-no responses on the questionnaires returned appears on the sample questionnaires in Appendix A.

Conclusion:

BACSTOP received funding for one year of operation as an experimental and demonstration project. All evidence gathered during the 1972-73 school year indicates the success of the program. The objectives, as defined in the proposal,

were ambitious. Four of the six were conclusively met, one was not, and one was disqualified due to faculty changes for the seventh grade.

As a portion of the application for funding for a second year for BACSTOP, a rationale for continuation was submitted. It appears in Appendix C.

James V. Knowlton

Project Coordinator

APPENDIX A

NOTE: Figures were obtained from comments made by teachers. This questionnaire contained no simple ratings.

Battle Creek Public Schools
Battle Creek, Michigan

Division of Research and Secondary Education

STAFF EVALUATION: PROJECT BACSTOP -- Spring, 1973

In an attempt to collect data we would like staff members to check out some of their observations after nearly one year of operation at Northwestern Junior High School.

I. How would you compare this years seventh graders, who are in your classes, with seventh graders of the last two or three preceding years in the following categories?

A. Tolerance levels between races.

1. Much higher - 13
2. Some higher - 4
3. About the same - 0
4. Lower - 0

B. Relationships between the teacher and all students regardless of race.

1. Much better - 7
2. Some better - 9
3. About the same - 2
4. Poorer - 0

C. Number of racially related referrals.

1. None - 8
2. Fewer - 9
3. Same - 0
4. More - 0

D. Students verbalization of their impressions of Northwestern.

1. More positive - 16
2. More negative - 0
3. Neutral - 0

E. Completion and qualitative judgments of homework assignments.

1. Better - 8
2. Poorer - 0
3. Same - 1
4. Needs Improvement - 2

II. We would like your opinion of the following factors. Please be candid with your comments. Your name is not necessary on this evaluation.

A. What is your personal reaction to the BACSTOP Project?

1. Student involvement
2. Schedule of activities
3. Teacher In-Service
4. Etc.

B. How might Project BACSTOP be improved and/or modified?

PROJECT BACSTOP

Northwestern Junior High School
Battle Creek, Michigan 49017

Evaluation - Participating Students

It is very important that we evaluate the BACSTOP program conducted by Northwestern. You are in the best position to measure the effect BACSTOP has had on the seventh grade. Please assist us by answering the questions below. You do not need to sign your name.

1. Do you feel BACSTOP has been a good program? 150 Yes

   3 undecided 7 No

2. Do you feel BACSTOP is necessary for Northwestern? 143 Yes

   3 undecided 14 No

3. What has been the strongest part of BACSTOP?

4. What has been the weakest part of BACSTOP?

5. Has BACSTOP made a difference in your attitude toward school?

   93 Yes 60 No If yes, in what way?

6. Has BACSTOP helped you overcome fears of students of another background? (Black, white, etc.) 109 Yes

   18 had no fears 33 No

7. Please check one of the following:

   150 BACSTOP should be made a regular part of Northwestern's eighth grade program also.

   8 BACSTOP is not needed at Northwestern.

What suggestions do you have for improving BACSTOP?

General Comments:

Thank you for your assistance in this evaluation.

Mr. Knowlton

PROJECT BACSTOP

Northwestern Junior High School
Battle Creek, Michigan 49017

Evaluation - Parents of Participants

It is very important that we evaluate the BACSTOP program conducted by Northwestern. You are in a good position to measure the effect BACSTOP has had on your seventh grader. Please assist us by answering the questions below. You do not need to sign your name.

Thank you,

James V. Knowlton

1. Do you feel BACSTOP has been a good program? 45 Yes
   2 No

2. Do you feel BACSTOP is necessary for Northwestern? 37 Yes
   8 No

3. What has been the strongest part of BACSTOP?

4. What has been the weakest part of BACSTOP?

5. Has BACSTOP made a difference in your seventh grader's attitude toward school?
   32 Yes 13 No
   If yes, in what way?

6. Has BACSTOP helped your seventh grader overcome fears of students of another background? (Black, white, etc.) 28 Yes 7 No
   9 had no fears

7. Has BACSTOP helped you overcome fears about how students get along with each other? 28 Yes 12 No 4 had no fears

8. Please check one of the following:

44 BACSTOP should be continued as a regular part of Northwestern's seventh grade program.

3 BACSTOP is not needed at Northwestern.

9. What suggestions do you have for improving BACSTOP?

General Comments:

Thank you for your assistance in this evaluation. Please feel that you can contact me at any time.

James Knowlton
School: 962-5581, Ext. 306
Home: 963-9951

PROJECT BACSTOP

Northwestern Junior High School
Battle Creek, Michigan 49017

Evaluation - Voluntary Non-participants*

Date_____

It is very important for us to evaluate Project BACSTOP. You have decided not to be in the BACSTOP Program, and I know you have good reasons for making this decision. It will be helpful to know why you aren't in the BACSTOP Program. YOU DO NOT HAVE TO SIGN YOUR NAME, but please help us by filling in the spaces below.

Thank you,

Mr. Knowlton

Why have you decided not to be in BACSTOP?

Did anyone make up your mind for you or tell you what you should do?

5 Yes Who influenced you? 3 Parents

29 No 2 Friends

_____Others

What are the things you don't like about BACSTOP?

Would you be interested in a program like BACSTOP in the eighth grade?

20 Yes 4 maybe

10 No

Do you think BACSTOP has helped anyone you know? 24 Yes 11 No

(Do not give any names, but try to explain how if your answer is yes.)

Do you think we should have BACSTOP for next years' seventh grade?

__30__ Yes __1__ No (Please explain why)

1 undecided

Please use this space to say anything else you feel is important.

* Participated only once or twice throughout the school year, or not at all.

PROJECT BACSTOP

Northwestern Junior High School
Battle Creek, Michigan 49017

Evaluation - Parents of Voluntary Non-participants

Date_____

It is very important for us to evaluate Project BACSTOP. Your son/daughter did not participate in the BACSTOP Program, and it would be helpful for me to know the reasons why. YOU DO NOT HAVE TO SIGN YOUR NAME, but please assist us by filling in and returning this form to me by June 15, 1973.

Thank you,

James V. Knowlton

1. Do you understand the reason we have had BACSTOP at Northwestern this year?

   8 Yes 0 No

2. Do you feel BACSTOP is a good program? 6 Yes 2 No Please explain.

3. Why did your child not participate in BACSTOP?

4. Would you consider having your child participate in BACSTOP next year if it was offered to 8th grade students? 5 Yes 4 No

5. Do you feel BACSTOP has had any influence on Northwestern's seventh grade?

   _____Yes 3 No Please explain.

Please use this space to say anything else you feel is important.

PROJECT BACSTOP

Northwestern Junior High School
Battle Creek, Michigan 49017

Evaluation - Students*

Date_____

It is very important that we evaluate Project BACSTOP; and we need your help, since you are one of the people who participated this year. Please assist us by answering the questions below. YOU DO NOT NEED TO SIGN YOUR NAME.

1. Do you feel BACSTOP has been a good program? 13 Yes 1 No
2. Has BACSTOP helped you adjust to Northwestern? 7 Yes 7 No
3. Do you think we should have BACSTOP next year for 7th grade? 13 Yes 1 No
4. Would you participate in BACSTOP if we had it for 8th grade next year?

   9 Yes 5 No
5. Has BACSTOP made a difference in your attitude toward school? 5 Yes 9 No

   If your answer is yes, please explain how.

6. For some reason you decided not to participate in spring BACSTOP. Please explain why so that we may make BACSTOP a better project.

Thank you very much for helping us with this evaluation.

Mr. Knowlton

*Fall 1972 only

APPENDIX B

CALIFORNIA ACHIEVEMENT TEST-RETEST -- 1972-73

Grade 7

Paired Students	Reading Total	Math Total	Language Total	Battery Total
1. N.W.	7.6	6.2	7.3	6.3
S.E.	7.3	5.0	4.4	4.9
2. N.W.	7.9	6.0	7.6	6.5
S.E.	6.6	7.3	7.4	6.5
3. N.W.	12.2	8.7	9.6	8.6
S.E.	8.0	6.8	8.7	7.1
4. N.W.	3.5	5.0	4.8	3.9
S.E.	6.3	7.2	6.4	5.9
5. N.W.	9.2	6.4	8.2	7.1
S.E.	5.5	5.6	8.2	5.7
6. N.W.	2.8	4.7	4.1	3.4
S.E.	6.9	6.7	3.9	5.1
7. N.W.	6.3	7.6	7.3	6.4
S.E.	6.7	8.3	7.6	7.0
8. N.W.	5.2	6.0	4.9	4.7
S.E.	6.8	7.2	8.2	6.8
9. N.W.	2.6	4.4	3.5	3.1
S.E.	3.7	4.1	6.9	4.3
10. N.W.	2.8	4.4	3.0	3.0
S.E.	4.1	2.5	3.2	2.8
11. N.W.	6.9	6.5	7.3	6.2
S.E.	6.8	7.9	5.8	6.3
12. N.W.	7.5	6.3	5.8	5.8
S.E.	6.9	7.0	5.3	5.7
13. N.W.	5.8	6.2	6.8	5.5
S.E.	5.8	7.3	7.5	6.3
14. N.W.	7.5	6.3	5.9	5.8
S.E.	9.8	8.9	4.9	7.2
15. N.W.	8.6	7.9	7.5	7.3
S.E.	6.5	6.4	7.3	5.9
16. N.W.	9.6	7.8	8.1	7.6
S.E.	5.2	8.7	7.3	6.9
17. N.W.	6.5	5.4	4.5	4.7
S.E.	7.0	6.3	7.8	6.3
18. N.W.	10.1	9.0	10.6	8.7
S.E.	13.1	10.3	11.1	9.8
19. N.W.	11.5	10.1	13.1	9.8
S.E.	10.2	13.6	12.6	10.2
20. N.W.	8.3	7.1	7.0	6.8
S.E.	5.3	7.0	6.8	5.7
21. N.W.	8.5	7.3	8.2	7.3
S.E.	5.2	6.3	7.8	5.7
22. N.W.	10.6	9.0	6.9	7.2
S.E.	8.8	7.6	8.4	7.5
23. N.W.	4.5	3.6	3.3	3.2
S.E.	5.8	5.6	3.6	4.3
24. N.W.	4.1	5.0	7.8	5.1
S.E.	4.3	6.3	6.7	5.1
25. N.W.	3.2	5.6	4.9	4.1
S.E.	3.7	5.1	4.3	3.7
26. N.W.	12.8	9.5	9.7	9.1
S.E.	13.3	7.1	13.6	9.0
27. N.W.	8.3	4.5	8.1	6.3
S.E.	7.3	8.0	9.6	7.5

APPENDIX C

NARRATIVE--a rationale for continuation and/or expansion--a justification for why the project should be continued and/or expanded. Include an explanation of why external funds are necessary.

The major objective of BACSTOP is to increase the potential for greater cognitive growth by reversing negative racial attitudes among the students at Northwestern Junior High School. Preliminary evidence, gathered throughout the first year of operation, indicates some degree of success in meeting that objective.

Within the seventh grade target population, students have come to know each other quickly through common, shared experiences and have developed a unity which is not in evidence in the eighth and ninth grades. Teachers have reported numerous instances of black and white youngsters working together in classroom activities. This racial tolerance has surfaced primarily within the confines of a seventh grade activity rather than spilling over into the halls and the lunchroom. BACSTOP students, both black and white, have reported that they do not feel free to associate with each other across racial lines because of pressure exerted by the eighth and ninth grade students. BACSTOP seems to have initiated a process of attitudinal change--despite strong contrary forces within the majority of the student body.

Through continuation of BACSTOP, involving next year's seventh grade students, and expansion of the concept through continued involvement of this year's seventh grade in eighth grade next year, we would expect a positive majority influence on racial attitudes. Further expansion of BACSTOP would include all three grades and should foster an atmosphere in which race is a minimal consideration in the pursuit of a broad social and academic education. The seventh grade experience is designed to create a positive attitude of respect for others. The eighth grade experience is intended to serve as reinforcement of the positive aspects of the seventh grade program.

Greater emphasis on instructional units will occur in the eighth grade expansion of BACSTOP. Through departmental meetings and paid in-service time, the academic curriculum and the out-of-door experience will develop congruently. Additional seventh grade instructional units will be developed also, and those pilot units developed individually

during the first year will be expanded throughout the seventh grade curriculum. The second year of BACSTOP will see a refinement in programming and methods of operation.

BACSTOP has been a seventh grade program. There has developed a certain pride among seventh graders, resulting in a class morale noticeably greater than that in either of the other grades. Expansion of BACSTOP to the eighth and ninth grades would make BACSTOP a building program and hopefully lead to a greater sense of pride in Northwestern. As a concept, BACSTOP is revolutionary. It attempts to find new answers to old problems. Whereas the cost of creative innovation may be dear, the alternative is ultimately more costly. External funding for BACSTOP will enable school districts throughout the state and country to assess the applicability of adventure programming to their individual educational plans. The benefits from insights gained through experience are not just local. Local funding would not be sufficient to operate BACSTOP as an experimental and demonstration project. BACSTOP has become the model for adventure programming in the State of Michigan and a major contribution in outdoor education in the nation. Local funding would restrict the dissemination potential of the project. External funding makes dissemination an obligation and a reality.

Appendix a

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NOV 16 1973

Battle Creek Public Schools
Battle Creek, Michigan

P R O J E C T B A C S T O P

Better Acquisition of Cognitive Skills Through Outdoor Programming

[1972]

OVERVIEW

The Battle Creek Public Schools would like to use their extensive outdoor education experience, staff, and school-owned facilities at Clear Lake* to develop and test some notions about the relationship between the affective climate within the secondary school and the school's ability to promote cognitive growth.

The concept would be to use a series of structured experiences in a wilderness setting to generate significant desirable changes in the feelings and attitudes of students and faculty. The idea has been developed and used extensively in the OUTWARD BOUND schools throughout the world.

A growing number of public schools** are beginning to experiment with an adapted OUTWARD BOUND philosophy and technique, by using local wilderness areas to promote desired changes among students and faculty in the affective domain.

To this end, we are interested in establishing a Demonstration Center that would, initially, through working with an entire class of seventh grade students from Battle Creek's largest junior high school, attempt to define and develop the affective climate within the junior high school, we believe to be a pre-requisite to efficient promotion of educational performance in basic skills.

The Center would be defined in terms of the Clear Lake Outdoor facility and the participating junior high school. As our knowledge of the problem and our ability to provide for the intended change increases, we would look at expanding the Demonstration Center to include other schools within the District.

NEEDS ASSESSMENT

A starting point. As whites and blacks within the five elementary feeder schools for Northwestern Junior High School move from those individual

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not attached

* See Appendix I for a description of the Battle Creek Public School's Outdoor Education Center.

** See Appendix II for a list of schools and their programs.

schools to one large junior high school, the acceptance of whites for blacks and blacks for whites dissolves into a condition of racial separatism and isolation among groups of students who formerly associated freely with each other.

This condition within the school has a significant negative impact on the schools' ability to develop cognitive skills within these incoming seventh grade students. Diversionary attitudes and energies generated by this racial conflict lead to

a. days when the faculty and administration devote their time to "just keeping the lid on." Little or no instruction occurs on these days.

b. teachers becoming unwillingly committed to or isolated from groups of students by virtue of the teacher's color and the student's perception of the teacher's attitudes toward student feelings.

c. the instructional leadership (the administration) becoming preoccupied with "keeping the lid on" rather than concentrating on those activities that will upgrade the instructional system within the building.

d. students themselves being preoccupied with shakedowns, assaults, racial slurs and other kinds of conflict occurring both in and out of the classroom.

e. a high rate of student absenteeism by students who see staying away from school as the only way to avoid unpleasant confrontation.

f. parental perception of the school as a "racial battleground" rather than a place of educational opportunity for their children.

The belief that these conditions are affecting cognitive development among students at Northwestern Junior High School is further supported by low test scores on the State Assessment Test for seventh grade students in this school.

GENERAL GOALS

Two major goals have been identified

A. To create a mechanism that will stop and reverse the racial separatism and isolation pattern that begins to develop among new seventh grade students entering Northwestern Junior High School each year.

B. To improve the educational performance of seventh grade students in basic skills by refocusing student, faculty, administration attention on the cognitive responsibilities of the school again, but now within the context of those affective behaviors identified

in the operational subgoals below and in the performance objectives section.

Several operational subgoals can be identified that will reduce racial tension in the school, freeing students, faculty and administration to concentrate on improving cognitive growth. Among these goals are:

a. more opportunity within the school setting must be provided to create understanding, trust and knowledge of others.....including faculty-faculty, student-student and student-faculty relations.

b. more opportunity for "physical togetherness" as a basis for creating commonality of experience and communications for a purpose.

c. creating a setting where students and faculty have a personal-felt need to know each other and communicate with each other.

d. creating a setting where human sensitivity....compassion and responsibility for others is actively cultivated by design of the educational leadership in the school.

In addition to the overall goals for the school-community, specific attitudinal changes in the faculty are needed to set the stage for increasing cognitive learning in seventh grades. These include:

a. the need for teachers to gain an increased sense of their own potentialities, greater confidence and increased sensitivity and humaneness towards students.

b. the need for teachers to incorporate some of the drama and immediate relevancy of the projected outdoor experiences component, to the methods they use in their classrooms.

Students, faculty and administration are a single group in terms of the operational goals described above. No one is an observer or bystander.... all are involved.

Although these goals were devised to meet local needs, the project goals relate to, and in some cases are part of THE COMMON GOALS OF MICHIGAN. More specificall y Goal One in Section II; Goals One, Four, Seven and Eight in Section II; Goals One, Four, Seven and Eight in Section III; and Goal One in Section IV, suggest a strong relationship between locally-defined needs and the "Common Goals".

PERFORMANCE OBJECTIVES

1. By June 1973 the presently separated 60 percent white and 40 percent black seventh grade population of Northwestern Junior High School will voluntarily mix 50 percent more readily in unstructured situations, such as in the cafeteria and other large group settings; as unobtrusively measured by polaroid camera shots taken during May 1972 and compared with May of 1973.

PROJECT BAC STOP (continued)

2. By June 1973 the number of racially related seventh grade black/white negative incidents at Northwestern Junior High School will decrease by to percent when racially related teacher referrals of the 1971-72 school year are compared to the 1972-73 school year.

3. By June 1973 teachers/administrators and counselors will rate black/white relationships significantly improved at the .05 level on a T-Test comparison of means on the following seven-celled graphs; ratings taken in May of 1972 and May of 1973.

Teachers: What is your perception of the black/white relationship of seventh grade students in Northwestern Junior High School?

May 1972 _____

Very Poor Average Very Good

May 1973 _____

Very Poor Average Very Good

4. By June 1973 seventh grade student attendance in Northwestern Junior High School will improve by 10 percent or better as measured by a percentile comparison of absentee figures during 1971-72 and compared with attendance figures of the 1972-73 school year.

5. By June 1973 seventh grade student grades (marks) will improve by 0.2 grade point average or better as measured by a comparison of seventh and eighth grade student marks in June of 1973.

6. By June 1973 administrators will subjectively state, in an interview, that they had much more time available to devote to curriculum and instructional matters, than was available during the 1971-72 school year.

7. By June 1973, the seventh grade achievement will improve significantly by .05 on a T-Test comparison of means on the California Achievement Test given in percentile points or better in each "assessed area" when test scores of the California Achievement Test given in May of 1972 are compared with test results in May of 1973*.

ANALYSIS OF THE DELIVERY SYSTEM

The project's delivery system has two major components, an outdoor affective behavior initiation phase, and a school-classroom affective-cognitive behavior extension and application phase.

The outdoor affective behavior initiation phase is designed to provide the initial and continuing setting, described in the project's goals, leading

* The assumption is that a change of attitude, that is, altering of affective domain and developing positive student perceptions of the school will result in the student body more readily and cooperatively submitting themselves to a teaching and learning environment; resulting in improved group scores.

to the achievement described in the performance objectives section of this proposal.

We will be testing and developing the notion that wilderness is an educational setting useful in moving students and faculty towards desirable behaviors in the affective domain that will lessen the racial isolation and separation identified earlier, thereby eliminating a major block to cognitive development in the school-community. More specifically the wilderness setting:

a. Will be used to devise experiences that place great emphasis on blacks and whites, depending on each other for their physical well-being; with small group structure, each group forms a community all its own with each individual responsible for the physical, emotional and psychological well-being of others. The wilderness setting is an unbiased environment that treats all comers equally.

b. Will be used to create stressful activities in the form of iniative tests, river crossings, canoe floats and other physical challenges designed to show students their potential is greater than they suspect. This feeling will be translated into improved self-image and self-respect which is also a significant factor in bringing together groups of blacks and whites and welding them into a responsible and concerned patrol, classroom group or school-community.

   Many activities involving stress are potent vehicles for encouraging trust between blacks and whites. The feelings of trust and concern for the well-being of your partner in the other end of the canoe in a drown-proofing exercise are powerful and useful in establishing a base for inter-dependency and mutual concern. Knowing you alone are responsible for another individual's physical well-being can bring out feelings and thoughts toward a fellow human being that fosters a feeling of closeness.

c. Will be used to create situations where the physical and emotional needs of the black student (or white student) becomes the concern of the entire group. A premium is placed on working together and sharing responsibilities. In this setting, the defensive social barriers quickly break down....the individual comes to some new understanding of himself and others.

The project's outdoor component will be based at the District's Outdoor Education Center, owned and operated by the Battle Creek Public Schools, and located fifteen miles north of the city on Clear Lake.

Approximately 280 seventh grade students and thirteen faculty members representing the entire seventh grade class at Northwestern Junior High will participate directly in the project the first year.

General Description of the Structure, Sequence and Design Criteria for the Outdoor Component

The outdoor sessions will be scheduled throughout the school year and will be conducted at the Outdoor Education Center at Clear Lake, unless otherwise

specified. These sessions will provide 107 days of outdoor programming for different groups of students and faculty.

In all outdoor sessions the student-leader ratio will be one leader to ten students. These small groups of ten will have continuity throughout each session series and possibly throughout the year.

Students and faculty will live in-residence at the center or other designated wilderness location for the duration of each session.

Each outdoor session's daily activity schedule will be pre-planned to maximize the use of the camp and wilderness setting to cultivate the desired behaviors and attitudes described elsewhere in this proposal.

A. Initial Outdoor Session

The first large group outdoor session for all seventh grade students would take place within the first week of school and would be designed to:

a. create an early feeling of unity among the new seventh graders by providing a commonality of experience.

b. give new seventh graders an early informal, non-threatening contact with the principals, counselors and other school leaders.

c. help new seventh graders move from large group identification to a small group to identity that will have continuity throughout the year.

d. help new seventh graders to come quickly to know one another.... forty percent of another color for whites (and sixty percent of another color for blacks) and eighty percent from another elementary feeder school for all students.

e. begin the process of developing "dependency-awareness" of others through outdoor activity designed to promote responsibility and compassion.

Activity	Schedule	Target
Initial Large Group Resident Camp to Open School	September 11-13	140 7th Grade Boys 6 Male Faculty Principal and Counselors
Initial Large Group Resident Camp to Open School	September 13-15	140 7th Grade Girls 6 Female Faculty Principal and Counselors

PROJECT BAC STOP (continued)

B. Follow-Up Sessions I and II

The outdoor follow-up sessions would be small group, and would occur after the new seventh graders have had time to form initial impressions about their school, following the previous large group session.

The follow-up sessions will be designed to help the student define his initial feelings about Northwestern Junior High School and determine his best course of action as he continues to learn more about compassion and responsibility for other individuals within his group via the outdoor activity.

Activity	Schedule	Target
Follow-up Session I with Overnight	September 18-19	50 7th Grade Boys 2 Faculty (male)
	September 21-22	50 7th Grade Boys 2 Faculty (male)
	September 25-26	50 7th Grade Boys 2 Faculty (male)
	September 28-29	50 7th Grade Girls 2 Faculty (female)
	October 2-3	50 7th Grade Girls 2 Faculty (female)
	October 5-6	50 7th Grade Girls 2 Faculty (female)
Follow-up Session II with Overnight	October 9-10	50 7th Grade Boys 2 Faculty (male)
	October 12-13	50 7th Grade Boys 2 Faculty (male)
	October 16-17	50 7th Grade Boys 2 Faculty (male)
	October 19-20	50 7th Grade Girls 2 Faculty (female)
	October 23-24	50 7th Grade Girls 2 Faculty (female)
	October 26-27	50 7th Grade Girls 2 Faculty (female)

C. Special Sessions I, II, III, IV, and Winter Expedition

The special sessions are designed for students for whom further exposure will be particularly useful in helping the project meet its objectives.

These students may be among the following groups:

a. seventh graders who are part of formal or informal leadership cliques or groups within the school.

b. seventh graders who have especially severe or deep-seated feelings about themselves and members of another race.

Students may be selected for these special sessions by those working with them either at school or in the outdoor setting.

Activity	Schedule	Target
Special Session I With Overnight	November 9-10 November 16-17	25 7th Grade Boys 1-2 Faculty 25 7th Grade Girls 1-2 Faculty
Special Session II With Overnight	November 30- December 1 December 7-8	25 7th Grade Boys 1-2 Faculty 25 7th Grade Girls 1-2 Faculty
Special Session III With Overnight	December 14-15 January 4-5	25 7th Grade Boys 1-2 Faculty 25 7th Grade Girls 1-2 Faculty
Special Session IV With Overnight	January 11-12 January 18-19	25 7th Grade Boys 1-2 Faculty 25 7th Grade Cirls 1-2 Faculty
Five Day Winter Wilderness Camp	February 5-9 February 19-23	25 7th Grade Boys 1-2 Faculty 25 7th Grade Girls 1-2 Faculty

D. Assessment and Reflection

This session will involve those students and faculty participating in special sessions I-IV and the Winter Expedition. The school administration and Counseling staff will also participate to review the changes in student, faculty and school behavior that have occurred to date and to help plan strategies for the spring involvement of the larger student body and faculty.

Activity	Schedule	Target
Assessment and Reflection	March 2-3	50 7th Grade Boys and Girls. 2-4 Faculty, School Administrators and Counselors

E. Spring Orientation Sessions and Wilderness Canoe Float

The spring sessions will be designed to continue to promote the fall and winter activity objectives.

The five-day Wilderness Canoe Float will be particularly useful for:

a. helping students and faculty look back at the year to identify the good and bad.

b. deciding what must be done next year to continue the effort to improve understanding between individuals as this seventh grade group graduates to the next higher grade level within the building.

c. deciding how they (the incoming eighth graders) can help the new 7th grade students next fall.

d. continuing the process of developing responsibilities and compassion between students and faculty for each other, and for their school-community.

Activity	Schedule	Target
Assessment and Orientation With Overnight	March 8- 9	50 7th Grade Boys 2 Faculty
	March 15-16	50 7th Grade Boys 2 Faculty (male)
	March 22-23	50 7th Grade Boys 2 Faculty (male)
	March 29-30	50 7th Grade Girls 2 Faculty (female)
	April 12-13	50 7th Grade Girls 2 Faculty (female)
	April 19-20	50 7th Grade Girls 2 Faculty (female)
Five-Day Wilderness Canoe Float	April 23-27	50 7th Grade Boys 2-4 Faculty
	April 30- May 4	50 7th Grade Boys 2-4 Faculty
	May 7-11	50 7th Grade Boys 2-4 Faculty
	May 14-18	50 7th Grade Girls 2-4 Faculty (female)
	May 21-25	50 7th Grade Girls 2-4 Faculty (female)
	May 28-June 1	50 7th Grade Girls 2-4 Faculty (female)

F. Leadership Training for Faculty and Staff

In addition to local outdoor orientation and training, two outside sources will be used for the faculty and staff training.

a. Teacher Practicum Courses offered, open to teachers by the five OUTWARD BOUND Schools across the United States.

b. Special Outdoor Leadership Training, Orientation, and Consultation Division of the Minnesota OUTWARD BOUND School.

All staff and school faculty selected for and involved with the Demonstration Center, will receive training commensurate with their roles in the project.

Activity	Schedule	Target
Leadership Training	(to be scheduled)	School Faculty and Administration
	Prior to and throughout the school year as needed	Project Staff

The school-classroom affective-cognitive behavior extension and application phase of the project will focus on extending the affective processes and strategies, begun in the outdoor component, into the school-classroom setting. This will occur concurrently throughout the regular school year.

The design and implementation schedule for a school-classroom activities generated by the outdoor component of the project, will be a function of the desired outcomes specified in the performance objectives section of this proposal. During the school year continual process evaluation will occur. 7th grade faculty and students, counselors and administrators will meet monthly to review the effects of the project on school activities and to plan for the implementation of other activities to durther project goals.

Extension of the outdoor component's philosophy should create classroom changes in cognitive skill development methods and techniques that will have the following characteristics:

a. Participatory, relevant, action-oriented approaches to learning in all academic areas,

b. Academic areas begin to look at approaches that foster human understanding and ethnic contributions.

Allocation of Staff and Funds***

Staffing would come from three major sources:

a. 7th grade faculty of Northwestern Junior High School.

b. Full-time project personnel, consisting of two certified teachers, one with primary responsibility for the outdoor component, the other with overall responsibility and primary responsibility for school programming and school-camp liaison.

c. Part-time personnel, college students from mid-western colleges with work-study or co-op programs.

*** See Appendix A for Budget Categories

We have used college co-op students for many years at our Outdoor Education Center.

Administrative and supervisory support for the project would come from the Central School Administration.

EVALUATION DESIGN

The performance objectives stated in Part b will be confirmed by an external evaluation team and/or educational program audit (EPA).

EVALUATION

Objective	Delivery System	Evaluation
1. Reverse Racial Separatism	Outdoor Education Center Camp-Wilderness Experience	Polaroid camera shots will visually illustrate a 50% increase in voluntary black/white association on school buses and in the cafeteria
2. Reduce racially related, negative black/white incidents at Northwestern Junior High School	Black/white/student/teacher/administrator group interaction modalities at Outdoor Education Center and at Northwestern Junior High School during the school year; experiences structured by those expertise in facilitating positive inter-personal relationships	Negative racially related teacher referral records from 1971-72 will be compared with negative racially related teacher referrals during the 1972-73 school year; a decrease of 60% anticipated
3. Increasing teacher/administrator/counselor perception of black/white relationship at Northwestern Junior High school	Follow-up sessions throughout the year are part of the delivery system	Measured on a 7-celled graphic rating scale, significantly at the .05 level on a T-Test comparison of means from May of 1972 and May of 1973
4. Decreasing absenteeism by increasing positive black/white interpersonal relationships	ABOVE	Comparison of attendance records from 1971-72 with attendance records of 1972-73; 10% improvement established

PROJECT BAC STOP (continued)

Objective	Delivery System	Evaluation
5. Improving student grade point average	ABOVE	Comparison of seventh grade and eighth grade student marks from 1971-72 with marks in 1972-73; improvement established at .2 point average increase for each grade.
6. Increase student	Note: The assumption here is that altering the affective domain and developing positive student perceptions toward school will result in the student body submitting themselves to a teaching and learning environment more readily and cooperatively.	A T-Test comparison of means scores of assessed areas of the Metropolitan test given in 1972 and compared with 1973.

DISSEMINATION

Dissemination of the project's design, strategies for meeting the goals, project results and application to similar situations in other school districts would include:

1. Visits by Michigan school administrators who face similar black/white negative interpersonal relationships.

2. Production and circulation of audiovisual presentation illustrating the camp-wilderness modality and group interaction of blacks/whites.

3. Developing and dissemination of a brochure explaining the modalities used in Project BAC STOP for both state and national distribution.

4. Visits by outdoor education leaders.

5. Publication of a quarterly newsletter reporting on progress or modification of the project.

6. Office of Environmental Education, Washington, D.C. invited in for observations of the thrust of the project.